**Professional Portfolio**

**Graduate of The College of Wooster (’08) and University of Arizona College of Education Graduate School (’10)**

**Eric Rossi**

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**Resume**

The following is my professional and educational resume which outlines my education and work history for the past five years. It demonstrates that through my own education and work experience that I am a highly qualified teacher, coach and mentor with a strong background in all the social sciences. I have taught in several different socio-economic areas including at an Amish elementary school, and have had the opportunity to intern at Canyon Del Oro High School for a full year as a 10th and 11th grade social studies teacher. During this internship I performed several duties including attending parent-teacher conferences, developing Individualized Education Programs for students with special needs, and developing several thematic and culturally diverse unit plans (Standards 3, 5, and 9). I have coached football for three years including two years as a college assistant, have been First Aid and CPR certified, and helped coach the Canyon Del Oro Dorados to the 4A-I State Championship in 2009. During my undergraduate education at The College of Wooster (OH), I create a thesis paper that analyzed the arguments surrounding the arrest and conviction of Jonathan J. Pollard for espionage which displays the depth and breadth of my educational experiences at Wooster (Standard 7, substandard 3, 4, and 5).

**Expectancy Sheet**

This is the expectancy sheet that I created for my US/AZ History and World History classes. At the start of the semester, I will pass these out to the students and after reading it together as a class, the students will take the sheet home and have their parents sign and return the bottom half along with their answers to the “Two Truths and a Lie” activity. The expectancy sheet lays out the rules and expected behaviors of the class, as well as the order of topics for the coming semester (Standard 3, substandard 2, 5, and 15).

US/AZ History

Mr. Eric Rossi

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* Topics: This semester we will be covering events ranging from 1900 to Present Day United States and Arizona history.
* Classroom Rules and Expectations: In US/AZ history, you will be required to follow only a few simple rules. The rules that all entrants into the class have to follow are:
  + Speak and act respectfully towards one another at all times.
    - Discuss and argue points in a respectful adult manner.
  + Leave the gum, food, and drink at home or in the cafeteria
  + The use of phones, IPods, Atari game consoles, computers, walkmans, and typewriters are restricted to times when you are given permission to have them out. I will take them and appropriate them for my own personal use (I hope you have a lot of minutes on your phones because I have a lot of long distance calling I need to do).
  + Enjoy your time in class and bring forth any suggestions you may have to make your learning experience better (this is not just my class but yours as well, so don’t be afraid to bring up any comments, questions or concerns).
* Consequences for good (and bad) behavior:
  + Negative consequences:

1. Warning

2. Lunch detention

3. Referral/Parent-teacher conference/principal conference

* + Positive consequences:

1. Congratulations and adulations.

2. Opportunities for extra credit

3. Get out of jail free card (get out of one missed assignment without punishment)

* Day-to-day procedures:
  + 1. Bellwork- Bellwork will be written on the board each day and you are required to complete it on a daily basis. It will be turned in once every two weeks so write each bellwork on the same sheet (or sheets) of paper to eliminate clutter and confusion.
  + 2. End of the day summaries- At the end of each day, you will write a summary paragraph on what we covered during the class in order to build up a stronger memory of the topic and the information linked to it. Feel free to include questions or comments on the topic, but remember that the purpose of the paragraph is to show and remember what you learned throughout the class that day.
  + 3. SLANT- This is a helpful acronym that all students are to follow and use. Each day participation points will be given based on how well you are SLANTing or staying on-task throughout the class (PLEASE NOTE: in the grade section of this sheet that participation points comprise a large portion of your final grade so be sure to follow these guidelines). In order to receive full points for the day you must:

Sit up

Lean forward

Act interested

Nod you head

Track the teacher

* Grades, grades, and more grades:
  + Tests: Tests will be worth 50 points each and will be given at the end of each chapter we cover this semester. Tests will be a mix of short answer, essay, multiple choice, matching, and fill-in-the-blank style questions.
  + Assignments: Assignments will be given randomly throughout the semester and will comprise a large portion of your total grade with point values of up to 20 on certain items.
  + Project: A single project will be assigned mid-way through the semester and will cover a topic of your choosing. This 100 point project will consist of a written paper (3-5 pages typed, double-spaced), and a presentation given in front of the class showing your research and results. The presentation must be 15 minutes in length at MINIMUM. Feel free to use any media or presentation style you wish, including, but not limited to: PowerPoints, posters, videos, interpretative dance, in-class demonstrations, or roundtable discussions.
  + Group Presentations: Several times during the semester, student groups will present a topic in the chapter being discussed at that time and teach the other students about what they studied and learned about their topic. Students will be graded on their thoroughness with the topic, questions presented, and their ability to answer other students’ questions. Each presentation will be worth up to 25 points.
  + Participation: Each day will be worth 5 to 10 points depending on the amount of group work that we have. Loss of points will come from sleeping, being off-task, disrupting class, and not following other class procedures. Full points will be given to those that work well with others, give insightful and interesting comments in the course of class discussions, and SLANT.
  + Overall Grades: Overall grades will be calculated using a straight points earned from points available formula (PE/PA). Extra credit will be available for those deserving and the running point total will be shown each week on Monday to keep all students in the know as to their current grade.
* About me: Over the course of this semester I hope you all get to know me a bit more as a teacher and as a person. And as a first extra credit opportunity, if students learn the answer to the following two truths and a lie exercise about me and turn in the answers on a piece of paper by 1/9/10 they will receive 5 points to start the semester on a good note. Good luck and I hope we learn a lot about each other and the history of our nation this semester!
  + Two truths and a lie:
    - I was born in Arizona
    - I coached defensive line at a college in Ohio for two years
    - I have never hit a homerun in my entire baseball career.



Parents Signature

**Teaching Philosophy**

I have chosen to pursue a career in teaching for several reasons. I believe that at this time there is an enormous rift between collegiate and high school academics that needs to be repaired as soon as possible. Too many students are entering college with lower than average writing and note taking skills that put them behind the curve of the fast paced collegiate teaching. To close this gap I will use a mixture of technology based learning, interactive lectures, and structured writing activities. I hope to present the past in an exciting and interesting fashion that makes events come alive for the students. In order to do this, I will present information using new technology, such as the interactive Smartboard when possible, and through multimedia presentations that will encourage the students to get involved and interested in the past. I wish to share my knowledge and passion for historical events with a new generation of Americans that increasingly overlook the effects of historical events upon today’s world.

My greatest teacher was my grandfather. He taught me to never overlook seemingly simple events and things in life as they always had an effect that was much larger than it would seem. He pushed me to learn more about the outside world and what affected it not just what affected me. These ideas pushed me to learn about a large range of topics which I continuously research and learn about to this day. I focus largely on modern day history and how recent events affect the politics, culture, and militaries of many nations and peoples. In addition to my continuous passion for learning and continuing my own education which I will pass on to my students, I believe that my skills and experiences as a coach allow me to think outside the box when it comes to education and teaching. I will use techniques I have learned as a coach and mentor to help gain the trust of my students and help them reach their full potential by pushing them beyond what they think their limits of learning are. I hope to pass on the skills that I have gained through my own experiences on to those of a younger generation and help them gain skills that will help them in the future as they continue their education and enter the workforce.

In addition to my strong desire to become a teacher, I have an overwhelming interest in coaching co-curricular activities. I have spent three years as a college football coach, two as a student assistant and one as an assistant coach for the defensive line, and I believe that involvement in athletics is a perfect compliment and even a prelude to strong performance in the classroom. Athletes in general have been characterized as dumb and pretentious, however, it is my personal belief that athletes when taught by their coaches to be accountable first and foremost in the classroom and then to the sport, that the athletes take on a new perspective and strive for excellence both in the classroom and on the field with equal vigor. Coaching is an extension of teaching which allows me to help give an outlet to students that may be “at risk,” and gives the student a responsibility to themselves and to the team to stay out of trouble and stay on track in the classroom. I taught at a high school while coaching collegiate football this past year and found it easy to manage both without ignoring one for the sake of the other. Teaching always was in the forefront of my mind as the students were counting on me to guide them beyond high school while my players were counting on me to guide them only to the next game.

**Unit Plan**

In creating this unit plan, many different teaching styles and techniques were considered. I wished to create a thematic, naturally integrated culturally-diverse unit that tied in the many different cultures and viewpoints involved in each event. Using a variety of technology and activities I have created a plan that will keep the students involved and on-task will keeping to the standards put forth by the state of Arizona’s Department of Education.

I created the simulation project included in the unit, in the hopes of showing the students the fears, pride, and ambitions that went into recreating Europe following the end of World War II. Students are encouraged to do whatever it takes to gain the best possible result for their nation including creating pacts with other nations that share common goals and interests. It shows the students how the world was at the time and how negotiations work when fear, pride, and ambition are at such a high level in times of mistrust and conflict. The project helps connect the students to the information and the era that they were studying making it much easier for them to remember specific facts and overarching themes within the unit.

**The Cold War**

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Monday | Tuesday | Thursday |
| 1 | **Topic:**  Intro to Cold War and Review end of WWII.  **Activities:** Student driven discussion on end of WWII. Students will present their position on whether or not the Atomic Bomb should have been used and how they think their decision would have affected the views of the world on the U.S.  **Materials needed:** Computer, PowerPoint on end of WWII and Separation of Europe following fall of Germany  **Standards:** Strand 1, Concept 8, PO 2 | **Topic:** The onset of a Cold War  **Activities:**  Anticipatory set of beginning of Cold War, Simulation of negotiations at the end of WWII, group presentations of sections 1 and 2 of chapter, a graphic organizer with the sections partially outlined that students must fill in, and a student driven closure in journals on chapters.  **Materials needed:** Graphic Organizer, Poster paper, markers, journals, simulation outline and instructions, simulation.  **Standards:** Strand 1, Concept 9, PO 1-2. | **Topic:** Preparing for a new war  **Activities:** Simulation exercise continued, PowerPoint presentation on assigned sections, and review of chapter by students (write a paragraph using notes from the sections to show understanding of material presented and simulation exercise).  **Materials needed:** PowerPoint, music of era, simulation materials.  **Standards:** Strand 1, Concept 9, PO 1-2. |
| 2 | **Topic:** Baby Boomers Unite!  **Activities:** PowerPoint covering topic, Music and Images of the Times video, clips of two different sitcoms about the Fifties, discussion on differences.  **Materials needed:** PowerPoint, music, video of images, television show clips.  **Standards:** Strand 1, Concept 9, PO 3. | **Topic:**  The downside of success  **Activities:** Simulation, Notes on board, discussion of Americas treatment of minorities then and now and how we can or should change the treatment today. Written reflection due as homework.  **Materials needed:** Pictures and literature showing issues in the period put into a PowerPoint, journals, and Simulation sheets.  **Standards:** Strand 1, Concept 9, PO 3. | **Topic:** Reds in the house  **Activities:** Anticipatory set showing tensions in America and fears of communists, simulation debriefing, PowerPoint, Reflections in Journal, and written paragraph on simulation along with results sheet due on Monday.  **Materials needed:** PowerPoint, simulation materials, music, camera, movies.  **Standards:** Strand 1, Concept 9, PO 4. |
| 3 | **Topic:** Shifting sands of American Politics  **Activities:**  PowerPoint, Chapter Review questions in book, reflection in journal regarding end of chapter.  **Materials needed:**  Journals, pictures, books.  **Standards:** Strand 1, Concept 9, PO 5. | **Topic:** Unit Review  **Activities:**  Jeopardy review game, Debate/Discussion on path of US during this period and how it may have impacted the future of the nation. Written reflections due the next class on the topic of discussion.  **Materials needed:** Jeopardy review PowerPoint, journals.  **Standards:** Strand 1 Concept 9, PO 1-5. | **Topic:** Cold War Unit Test  **Activities:** Test  **Materials needed:** Test  **Standards:** Strand 1, Concept 9, PO 1-5. |

**Copyrighted materials:** Music, videos, television show clips, pictures, basic simulation package, class book/chapters.

**Materials developed by teacher:**  Test, Jeopardy review game PowerPoint.

**Materials needing to be created:** Journal questions, Simulation materials, PowerPoints, Graphic Organizers, journal prompts, anticipatory sets.

**Lesson Plan**

The lesson plan included in this portfolio is intended to be an example of the activities and format that I will include in each of my lessons. The lesson includes a task analysis of all activities and sections of the lesson in order to better teach each of the students using various teaching methods. The lesson also shows my interest in using technology and analytical skills to get the students to better understand the material being presented. Included in the lesson plan are the Terminal Objective of the lesson, as well as the language objective that will be addressed during the activities and presentation of material. I created this lesson plan as a part of the unit plan included earlier in the portfolio with the hopes of creating continuity between the overall unit and the individual lessons. The ideas that I use in the unit plans are built up by the foundation of information presented in each lesson plan. The hope is that the students will develop ways of analyzing the information in ways that will give them an understanding of the complete picture regarding the societal, cultural, and historical effects of each particular event.

The following lesson plan demonstrates my proficiency in creating lessons that tie in students’ previous experiences and knowledge (Standard 8, substandard 2) as well as using analytic and interpretative skills in the classroom (Standard 8, substandard 10). Using the task analysis method of creating lesson plans helps me use various levels of Bloom’s taxonomy which helps target all levels of students and their different learning styles (Standard 8, substandard 9).

**Thesis Abstract**

The following is an abstract of my writing abilities and the research, analysis, and interpretation skills I developed during my undergraduate education at the College of Wooster. This abstract shows the methods, topic, and results of the thesis, which was entitled, “The Controversies surrounding the Jonathan J. Pollard Espionage Case.” This is an example of my knowledge in my content area (Standard 7, substandard 1b), analytical skills, and my passion for the content area which I wish to pass on to my students.

The Controversies Surrounding the Jonathan J. Pollard Espionage Case

Author: Eric Rossi (Undergraduate Thesis, 2008)

During the height of the Communist threat to America in the mid 1980’s, the American intelligence community was utterly focused on the passing of sensitive information to the Soviet Union. One threat that they did not foresee came from one of our closest allies, the Israelis. Israel feared the assistance the Middle East was receiving from both the U.S. and the USSR, and sought a way to increase the intelligence they had on the attack and defense capabilities of those countries they deemed to be a threat to their livelihood. Enter Jonathan J. Pollard, a thirty-year old civilian intelligence analyst assigned to the counter-terrorism intelligence center in Washington, D.C. who was also an ardent Zionist that planned on expatriating to Israel. Pollard approached Israeli officials with classified information and continued to spy for Israel until his arrest nine months later. The plea agreement Pollard pled guilty to and sentence he received are the source of many of the controversies that are still argued today. In addition to the guilty plea (1) and the sentence (2), seven other controversies are covered within the thesis including: when Pollard began spying for Israel (3), Pollard’s mental state (4), other illegal activities committed by Pollard (5), other Israeli spies operating in the U.S. (6), how much information was passed to the Israelis (7), the amount of damage caused by Pollard to the U.S. intelligence community (8), and was the treatment of Pollard ethical (9). Using over ten book sources, eyewitness testimony from the lead investigator, and declassified government documents, these controversies were analyzed based on the source of the information, the probability the information was accurate, the legal implications of each argument, and the effects of the argument on the complete case. After careful analysis, the assertion of the thesis was that Jonathan Pollard: (1) was not coerced into pleading guilty to one count of passing classified intelligence to a friendly nation and the plea agreement was not broken by the government during the sentencing phase of the trial; (2) had never spied for Israel before 1984; (3) received a disproportionate sentence to the crime Pollard pled guilty to, however, based upon the evidence and the perceived damage to the American intelligence and defense communities the sentence was correct; (4) Pollard, while an odd individual, had no real mental disorder that could explain some of his unusual behavior seen throughout his life and employment with the navy; (5) Pollard was not involved in any other illegal activities at the time of his arrest; (6) there was no evidence at the time to support the claim that Israel had other intelligence assets in the U.S. intelligence and defense communities (however, in the past five years two individuals have been arrested in connection with spying for Israel in the same area as Pollard under the same handlers); (7) Pollard passed over one million pages of classified material to the Israelis in a nine month span; (8) that the damage done by Pollard was nearly impossible to gauge without access to still classified government documents; (9) and that overall the treatment of Pollard and the case was ethical, however there were some glaring moments and actions on the part of the U.S. government that could not be explained under any ethical guideline, especially the trial phase of the case which in the author’s opinion should be revisited. In conclusion, this thesis was meant to bring closure to some of the arguments surrounding the Pollard case, however, in the end more questions were raised and must be revisited in order for there to be an end to the accusations being leveled by Pollard and his supporters against the United States government.

**Letters of Recommendation**